

Special Educational Needs and Learning Disabilities Policy

Brooke House College

Policy statement

We believe that all children should be equally valued in school and prejudice and discrimination should be eliminated. We strive to develop an environment where all children have the opportunity to flourish and feel safe, which is supportive of all learners and their emotional wellbeing.

Brooke House College adopts a whole school approach to special educational needs and disability (SEND). The school is committed to:

- Providing all learners with the opportunity to achieve their potential academically and in terms of personal development through a broad and balanced academic and enrichment programmed, our High Performance Learning initiative and inclusion in all aspects of school life
- Ensuring that all learners can fulfil their potential and achieve optimal educational outcomes

We believe in total inclusivity in the social and curricular life of the school in order to gain the highest level of academic achievement and enjoyment through learning. Brooke House College is a community where we involve learners themselves, parents and guardians in developing a support network.

Brooke House College will do its utmost to meet obligations placed under schools under the Special Educational Needs and Disability Code of Practice (DfES, 2015).

Aims

Our SEND policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for learners with SEND
- promote good practice in our detection and management of special educational needs and to explain the support we can provide for our learners who have learning disabilities and assistance we will need from parents.

This policy has been formulated with regard to the 2015 SEND Code of Practice:

Context

Brooke House College is a unique and successful co-educational independent boarding and day school in Market Harborough, the heart of England. Our community is caring, diverse and inspiring to encourage and empower learners with passion and purpose. We provide a supportive and stimulating environment where every learner can thrive, relationships are

nurtured and a courteous informality is highly valued. Everyone matters in what is, for nearly all our pupils, their home from home.

Objectives

- to ensure that all learners have access to education in line with the National Curriculum and SEND Code of Practice
- to identify, at the earliest possible opportunity, barriers to learning and participation for learners with SEND
- to provide high quality differentiated teaching as a first step to responding to the needs of SEND learners
- to challenge, set high expectations and appropriate targets for learners with learning difficulties
- to differentiate lessons as appropriate to the needs of our learners with temporary or long-term difficulties.
- to give the appropriate support at transition stages of education as well as when they join and leave the school.
- to provide staff with access to training and advice to support quality teaching and learning for all learners
- to work in partnership with parents and guardians

Definitions

Children have special educational needs if they have a learning disability, which call for special educational provision to be made for them.

Children have a learning disability if they:

have a significantly greater disability in learning than the majority of others of the same age; or

have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions (if your child has a disability, please ask to see our Disability policy);

A child must not be regarded as having a learning disability solely because the *language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.* (section 20 (4) Children and Families Act 2014). However,

children for whom English is an additional language will be provided with appropriate support provided they meet the College's academic criteria. Please refer to the College's policy for pupils with English as an additional language.

A child who finds a particular subject difficult does not necessarily have a "learning disability" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. This is a principle understood by all academic staff and is provided for by the College's strategy of ensuring small class sizes and differentiated teaching.

The expression "learning disability" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing disability and learning problems, which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

Learning disabilities may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning disability becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

Provision: The provision which we can make for children who appear to have a learning disability includes: learning support, additional specialist teaching, and referral to an educational psychologist for a formal assessment.

Consultation: We will do all that is reasonable to report and consult with parents about their child's learning disabilities and to ensure that teachers are given any necessary information about a child's learning disabilities and that teaching practices are appropriate.

Admissions

Brooke House College is inclusive and welcomes applicants with disabilities and special educational needs. The School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 in order to accommodate the needs of applicants who have disabilities and special educational needs for which, with reasonable adjustments, the School can cater adequately.

Parents of a child who has any disability or special educational need should provide the School with full details on registration and discuss their child's requirements with the School before he or she sits the entrance exam so that reasonable adjustments can be made as necessary. Parents should provide a copy of an Educational Psychologist's, a specialist assessors' report or a medical report to support their request, for example for extra time or other special arrangements.

The School shall determine the reasonable adjustments that are required for the applicant based on the information provided, in accordance with the School's obligations under equality legislation. The School will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child to ensure that the admissions procedure is accessible and that the School can cater adequately for them.

Monitoring

Circumstances indicating the potential presence of learning disabilities: Where evidence and circumstances give us reason to think that the pupil may have a learning difficulty, we will report and consult with you as necessary and make recommendations.

Formal assessment: Where circumstances indicate that the pupil may have a learning disability which ought to be assessed without delay, parents will be asked to agree to the child being formally assessed by an educational psychologist. An educational psychologist retained by the College may be consulted, or one of the parents own choice. The cost in either case must be borne by the parents.

Additional specialist teaching: As an alternative, and if justified in the circumstances, we may suggest a course of additional specialist teaching by a qualified specialist on a one-to-one basis in College. This would normally be two periods of 45 minutes per week in term time. The College reserves the right to charge for the provision of additional specialist teaching. Six weeks notice is required to terminate additional specialist teaching.

Learning support: The circumstances may indicate the potential presence of a learning disability but these may not be such as to indicate a need for an immediate formal assessment or a course of additional specialist teaching. In these circumstances, we may suggest that the learner in question gives up one of the normal curriculum subjects and instead attends a small learning support group, which will concentrate on developing the skills necessary for them to access the curriculum more effectively. Learning support of this kind will be provided at no additional cost. The learner's progress and needs will be monitored and, if necessary, we will recommend a formal assessment if learning support does not appear to be meeting your their needs.

Code of Practice: Our approach to the detection and management of learning disabilities will be guided by the *Special educational needs and disability code of practice: 0 to 25 years* (DFE - 0000205-revised 2014), Department for Education (DfE), July 2014 (**Code**), or any substituting or amending code of practice issued from time to time by the Department for Education (**DfE**). In general, our approach will be cautious so as not unnecessarily to run the risk of a child being labelled with a learning disability when a later assessment might result in a different explanation for the disability

Education Health and Care plans (EHC plan): Parents and the College have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a

view to drawing up an EHC plan. The College will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the College) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective learner has an EHC plan (previously a Statement of Special Educational Needs), we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the College. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances, charges will be made directly to parents unless the additional services can be considered "reasonable adjustments" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Welfare needs: The College recognises that pupils with special educational needs or learning disabilities may be at risk of being bullied. The College has an anti-bullying policy, which makes it clear that bullying of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the

College's Vice Principal to discuss their concerns in private at any time.

Responsibility

Special Educational Needs & Disability Co-ordinator (SENDCo): The Special Educational Needs & Disability Co-ordinator has responsibility for:

- ensuring liaison with parents and other professionals in respect of a child's special educational needs;

- advising and supporting other staff in the College;

- ensuring that appropriate individual Action Plans are in place and reviewed every six months:

- making sure that relevant background information about individual children with special education needs is collected, recorded and updated in accordance with the Data Protection Act 2018 (DPA 2018);

- ongoing implementation of the Special Educational Needs and Learning disabilities Policy;

- undertaking any other appropriate duties in accordance with the Code of Practice on special educational needs.

Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have formal assessment instead of additional specialist teaching or learning support should make arrangements accordingly with the College or outside but must ensure that the College is provided with copies of all advice and reports received.

External teaching: Parents may opt for additional specialist teaching outside the College; provided that the Principal is satisfied with your child's safety and travel arrangements and also that the additional specialist teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the College.

Information: Because dyslexia and some other learning disabilities are often inherited, it would be helpful for us to know at the outset if either parent or their children or close relations have been affected by a learning disability at any time. Confidential information of this kind will only be communicated on a "need to know" basis and in accordance with appropriate consent being given as laid out in the DPA 2018. Parents should provide us with a copy of any report or recommendations which have been made in relation to special educational needs at the child's previous school or elsewhere within the last 12 months.

Concerns: We need to know immediately if the child's progress or behaviour causes you concern so that we can devise and agree a strategy and carry it out.

Examinations: Children who have been diagnosed as having a learning disability may be eligible to apply for extra time **or other academic arrangements** to complete internal examinations and public examinations. You are asked to liaise with the SENDCO (Miles Goodman) in good time with respect to this.

Alternative arrangements

Withdrawal: We reserve the right, following consultation with you, to ask for the child to be withdrawn from the College if, in our opinion after **making all reasonable adjustments and exhausting appropriate strategies:**

- the child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or

- information has been withheld from the College which, had the information been provided, would have made a significant difference to the College's management of your child's learning difficulties; and / or

- the child's learning disabilities require a level of support or medication which, in the professional judgment of the Principal, the College is unable to provide, manage or arrange;

- the child has special educational needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which we provide.

Alternative placement: In any of these circumstances, we will do what is reasonable to help you to find an alternative placement, which will provide the child with the necessary level of teaching and support.

Financial: Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to your account.

Transition

Information about pupils joining the school with SEND is carefully considered by the Principal and the SENDCo in order to decide on the provision that the child is likely to require. In agreement with the parents/ guardians, the learner's previous school can be contacted to gather more information. When pupils leave the school any other stage, information is passed on to the new placement if requested and the SENDCo would be available to discuss issues relating to the learner with staff in the new environment.

When the learner moves in between courses within the school, such as Intensive English to GCSE, GCSE to A level or UFP extra support is always available during the settling in period.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. See also the School's Equal Opportunities policy.

Links with other policies

This policy should be read in conjunction with these other policies:

Accessibility policy

Admissions policy

Anti-bullying policy

Curriculum policy

EAL policy

Equal Opportunities policy

Risk Assessment policy for pupil welfare

Teaching and Learning policy

Authorised by	resolution of the Board of Directors
<p>Signed</p> <p>On behalf of the Board of Directors</p> <p>Date February 2022</p>	

Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
April 2016	GIW / JW / RP	Updated in response to Inspection Report Feb 2016 and in keeping with terms of Action Plan of March 2016. VWV advice taken.	Dropbox – SMT – Policies Final
July 2018	MCO	Updated in response to DPA 2018 and appointment of Vice Principal	Dropbox – SMT – Policies Final
July 2019	MCO	No material change. ‘difficulties’ replaced with ‘disabilities’	Dropbox – SMT – Policies 2021-2022
Feb 2022	IS/MG	Policy review by SENCO at request of Directors	MS Teams SLT Policies 2022-2023

Schedule of Review

Date of document review	Reviewed by	Scheduled date of next review
July 2017	MCO	July 2018
July 2018	MCO	July 2019
July 2019	MCO	July 2020
July 2020	MCO	JULY 2021
July 2021	MCO	July 2022
February 2022	IMS	December 2023

Report to parents: possible learning disability indicated

Dear Parents

[• Year 3] screening for learning disabilities

As you may already be aware, the College employs a strategy of ongoing monitoring of all pupils for the purposes of identifying the presence of learning disabilities in each individual. Recently, circumstances have indicated the possibility that [• insert name] may have a learning disability in the area of [• please describe]. As yet, this is not a diagnosis, but rather a notice to you that we have detected circumstances which need further investigation or a formal assessment. It may turn out that your child has no learning disability after all.

I enclose a copy of the College's Policy on Special Educational Needs and Learning disabilities, which I should be grateful if you would read carefully and keep with your records.

My recommendation at this stage is that we try [• learning support / additional specialist teaching] for the remainder of this year and then assess [• name of pupil]'s needs again at that stage.

[• OR]

Owing to the fact that monitoring has revealed that [•insert name] is performing considerably below the levels normally to be expected of children of his/her age, my recommendation is that [• name of pupil] should be formally assessed by an educational psychologist.

I enclose some further details of the provision we can make for children who have certain kinds of learning disability. I also enclose a copy of the College's policy about learning disabilities, which I should be grateful if you would read carefully and keep with your records. If [• name of pupil] turns out to have a learning disability which is formally diagnosed, we will need to co-operate closely, so as to ensure that support is given at the right level.

Please contact [my secretary] for a convenient appointment if you would like to discuss the various choices in more detail. Otherwise, would you please write to me as soon as you can with your decision.

Yours sincerely

[Principal]

